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ABSTRACT

Students in grades K-10 listed three questions that they wished to have answered in school. Graduate students who conducted the survey interpreted the results in separate statements that summarize observations, state hypotheses, and make recommendations for a change in school curricular content. Their interpretations are based on the categorization of the questions -- under art, career education, home economics, industrial arts, language arts, mathematics, music, physical education, school, social studies, and science -- and on a table showing the number of questions asked in each category at each grade level by boys and by girls. (JH)

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SOCIAL STUDIES QUESTION PROJECT

by

Graduate Class on Social Studies in the
Elementary School

13-726 (Section 401)

University of Wisconsin-Oshkosh

Fall Semester 1973

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I N T R O D U C T I O N

Ten graduate students and one instructor in a class on Social Studies in the Elementary School desired to know "what kinds of questions do children ask when given free choice of what they would like to know?" In order to accomplish this each student and the instructor asked a class of children, "What questions have you always wanted answered and wish we could learn about them in school?" Eleven classrooms were used from Kindergarten through Grade 10.

In Kindergarten the teacher interviewed each child and recorded the questions. In grade 1, sixth-grade students recorded the questions. In grades 2 through 10 the children recorded their own questions. An attempt was made to get three questions from each child; this was not always possible. Originally it was planned to randomly select the questions of 20 students (ideally this would have resulted in 60 questions at each grade level or a total of 660 questions). Due to slight variations in procedure by each researcher only 616 questions were obtained.

All questions were recorded on 4" by 6" cards. As a class the questions were then categorized into the subject areas noted by C. Bach on page 1. A complete list of the questions as categorized was then typed with the questions in each category arranged by grade level and sex of child. A table was then created which showed the number of questions asked in each category at each grade level by boys and girls.

The pages which follow were written by the researchers. Each researcher gives his/her interpretation of the results with recommendations for curriculum as elicited from the results. As university coordinator of the project, I feel that each researcher makes significant insights.

R. D. Buckley

12/73

SOCIAL STUDIES QUESTION PROJECT
CLASS INTERPRETATIONS

Charles Bach, Box 142, Shiocton, Wisconsin, 54170

The teaching of Social Studies was the major concern of ten students and one instructor. We were concerned, to find out what questions pupils in kindergarten through tenth grade would ask if they could learn about them in school. Each student took a different grade level and asked the following question: "What questions have you always wanted answered and wish we could learn in school?" The pupils were asked to write three and if they wrote more to star the most important.

Questions were obtained from one-hundred-eight boys and ninety-six girls. A total of six-hundred-sixteen questions were used. We classified the questions into elever areas of study.

1. Art
2. Career Education
3. Home Economics
4. Industrial Arts
5. Language Arts
6. Mathematics
7. Music
8. Physical Education
9. School
10. Social Studies
11. Science

Results

Art and Music questions were the least asked. Nine questions relating to art were asked and three relating to music. From a total of six-hundred-sixteen questions I feel this shows a definite lack of interrelated teaching. I have heard and said many times how we are correlating the different disciplines. But from this I can't help but question the methods we are using.

As I pondered over this lack of concern about music and art, I thought of my own interest in the fine arts as very personal expressions of me. This is what I base my conclusions on. Art and music are very personal part of each and every individual. People find it hard to express themselves in words when it comes to asking or questioning personal feelings. I think we can see this by the very way people dress, talk, walk and even decorate their homes. I don't think it is the teaching of the fine arts but rather a reluctance to express their interfeelings in the area.

Home Economics and Industrial Arts questions were important by sex and number of questions asked. Of the seventeen questions about Home Economics fifteen were from girls. From the twenty-six Industrial Arts questions twenty-five were from boys. I think from this that the interest or lack of interest is normal. Many schools do not have programs in these areas until high school. Home Economics has long been a feminine subject and although some schools are encouraging male participation, I don't think we will see the effects in the near future. Although Industrial Arts may find a change with the women's lib. movement.

The results of the Career Education questions showed an even interest, twenty questions from boys and twenty-one from girls. This did not surprise me because I don't think children in the elementary are concerned about their future. Children tend to live in the now world and are interested in what is happening now. Let's

take the concept of the size of the world to many children that is only as large as their community. What is happening in that community is of all importance. Most of the career questions were asked in the junior high and high areas which I think also shows us that a career concern comes from maturing students.

Physical Education questions numbered forty-four, twenty-seven boy questions and seventeen girl questions. I was not startled by this because most of the questions were on different sports and I think a very small percent of children or people would classify sports as a major concern. I do think that some of the questions asked by the older children warrant correcting in our schools. An example of what I mean is the eighth grade girl who asks, "Why don't we have girls' basketball, volleyball, etc.?"

Mathematics to me is a science. I feel the twenty-seven questions asked could be put with the one-hundred-sixty-eight questions asked in Science. I was not at all surprised at the number of questions relating to science because science is systematized knowledge of any one departments of mind or matter. We can see this early interest in the "How's?" and "Why's?" of children at play. We need only to observe a child after giving him a new toy. Many times he will have the toy apart before we could turn around. I feel this is natural in people to want to know more about the world they live in.

School questions numbered eighty-nine and Social Studies questions one-hundred-fifty-nine. I feel these two must be considered together. I base this on a definition I read in a social studies book written by Malcolm P. Douglass; "Any inquiry which has its central focus the study of one or more aspects of man's relationships with his fellow man is a social study." I think the questions asked by the large number of pupils shows that inquiry by man has been a concern for a long time. We need to teach our pupils of the past in order to live productively in the future. This social education, learning, understanding, and living are all parts of a pupil who is attempting to unravel their problems and come up to intelligent solutions. We learn from trial and error if we are willing to accept the social pressures society is handing us.

Recommendations

From the questions pupils asked I think a school should evaluate its total program. Social Studies and Science were major concerns of the pupils. This to me is very important and will need a deeper understanding of the two disciplines in order to help pupils to grow in the society of the future. The world of science is growing and along with it are new and different social happenings and problems. In order for our pupils to function in our world, is to prepare them for that world, by providing them with the best human resources. We, the teachers will have an effect on each and everyone we come in contact with.

I think we can do more to correlate the fine arts into the total program. We should pay more attention to the chances we have to make the arts alive. Science has music, art, and language but how often do we really correlate them and if we do how? I think we could study Social Studies more effectively by a change. I am going to try a unit just based on Art. I think we need some changes in our methods. My methods of teaching Social Studies are in a rut and maybe correlating the Language Arts will be a way to improve that class.

I believe that if we were to make the same study in another area we would find similar results. Children are social beings interested in Science--let's help them.

Daniel E. Bilitz, 905 Beacon, New London, Wisconsin, 54961

Analysis of both the data chart and the list of questions asked suggested many questions of my own. A number of inferences and predictions were formulated concerning these questions. Each of the statements below is a hypothesis formulated on the basis of my own questions, inferences, and predictions. The outline format was chosen to isolate as few variables in each hypothesis as possible; therefore, each lettered statement is to be viewed as being related to each numbered statement.

Hypotheses

1. Because the human organism is composed of complex and interrelated cognitive, affective, and psycho-motor domains, children ask questions concerning a variety of subjects.
   a. In each of the areas of children's interests, many questions will be intellectual in nature.
   b. Children of all ages show ability to ask questions dealing with their feelings about things and people.
   c. All school levels show questions concerning use of physical skills.

2. The types of questions asked by children will depend upon their ages and experiences.
   a. Non-school social institutions influence children's questions.
   b. Previous educational experiences greatly affect the types of questions asked. Pupils at higher grade levels should have the ability to formulate more sophisticated questions.
   c. Easy access to mass communications have an influence on children's questions.

3. The vast majority of questions asked by children can always be classified as "Social Studies" or "Science."
   a. Many children's questions concern man and his myriad relations with other people. These types of questions are at the core of the Social Studies disciplines.
   b. Children also show much interest in their physical and biological environment. Questions of this nature have traditionally been dealt with by Science.

Recommendations

The following items result from the above mentioned hypotheses. Some of the recommendations will concern curriculum planners, while others suggest further research.

1. Since over half of the questions asked concerned Social Studies and Science, more of the daily time schedule should be allotted to these subjects.

2. Because children have many and varied questions, schools should emphasize inquiry skills so that pupils may be able to seek answers to their own questions. In order to enable pupils to ask more significant questions, more experiences in observation should be provided. It is interesting to note that in the Wisconsin Department of Public Instruction's bulletins dealing with Science and Social Studies processes, both emphasize the same inquiry skills.

3. Curriculum designers should continue to pay attention to the cognitive, affective, and psycho-motor domains of students.

4. Since the fourth-ranking group of questions were related to physical education, this part of the curriculum might best serve the needs and interests of pupils by offering them "mini-courses" in the areas of their choosing.

5. More research concerning children's questions in general should be done. If Piaget's ideas of questions being a sign of children's conflict between assimilation and accommodation are valid, perhaps it would be fruitful to explore this topic to greater depth.

6. If Bloom and Krathwahl's Taxonomy is valid and useful, I would like to see more research done in the psycho-motor domain. To date, I have seen only one attempt at a hierarchy in this domain (Kibler, et.al., Behavioral Objectives and Instruction, Boston: Allyn and Bacon, 1970, pages 66-75). The authors do not claim that this is a taxonomy, but only a classificational scheme.

Richard G. Gerrits, 112 Ridgeway Drive, Route 1, Appleton, Wisconsin, 54911

Generalization:

First and second grade students asked many career-oriented questions, while this type of question is almost completely lacking from grades three through six.

Hypothesis:

There is a lack of career-oriented materials being presented in intermediate grades.

Educational Recommendation:

That career-oriented materials and field trips be made more easily available to elementary people so that career education become a more active part of our present school curriculum. Teachers must make better usage of resources available in each community thereby keeping the child aware of possible careers he might pursue in the future.

Observation:

Students in the top four levels of this survey asked seventy-eight percent of school oriented questions.

Hypothesis:

Children of this age are old enough and should be allowed to participate in planning and organizing school rules and classroom curriculums.

Educational Recommendation:

If students are allowed to participate in the planning of units of study this would eliminate many of the questions seeking to know why we are studying or

reviewing certain materials in our classroom. By doing this the student has a more active role and becomes more involved.

Many of the questions asked about school were social studies problems and could be handled very nicely by a well-organized student council. It is one of my recommendations that school student council be given a close look for possible revisions to make them more active and able to meet the needs of the students for whom it is organized to serve.

Observation:

There is almost a complete lack of music and art questions from all grades involved.

Hypothesis:

Children do not associate learning with art and music in the schools.

Educational Recommendation:

Art and music should become more integrated into other subject areas so as to make a good contributions towards each teaching unit. The failure to involve students in these kind of activities and to stress the learning value at the elementary level or for music and art to branch out as a special subject area in the curriculum is a mistake. Teachers at all levels should take advantage of art and music to aid and involve students in the conquest for learning.

Observation:

Boys in grade nine asked almost fifty percent of the questions dealing with industrial arts.

Hypothesis:

Boys at this age level are enthusiastic about industrial arts but lose this enthusiasm once exposed to it or because of lack of shops that are made available.

Education Recommendation:

Boys interested in technical education should be tracked into the technical institutes rather than be encouraged to continue in a normal high school curriculum. These courses could be integrated as part of a high school program rather than used as strictly professional training after high school.

Nick Nagler, 805 Leeward Court, Oshkosh, Wisconsin, 54901

Hypothesis: Interests of children seem to be strongly centered around science and social studies.

Hypothesis: Boys favor science while girls are partial to social studies.

Recommendation: Teachers should devote parts of their social studies and science curriculum to the answering of student questions concerning these areas, thus capitalizing on childrens' interests. The motivation here will be high. Units could be developed using the more relevant and worthwhile questions as a base.

Hypothesis: Music and art are not popular with children.

Recommendation: The humanities should be stressed more in the curriculum. Possibly there should be a new method or approach in teaching these subjects to turn kids on. There is much more to these subjects than drawing pictures or singing songs.

Hypothesis: Children in grades K-2 show very much enthusiasm by stating their questions with the words "I want to learn...," displaying a sense of eagerness to learn.

Hypothesis: Children in grades 3-5 phrase their questions with the words "I would like to learn," or "I would like to know," showing that they are not as eager or definite as the younger children.

Hypothesis: By the time children reach middle school or junior high school they begin questioning school itself--"Why do we have to ..." There is no longer the "I want to" or "I would like to."

Hypothesis: Questions concerning school in general didn't show up until the seventh grade. These questions show that children are really being turned off by school. They want less school and less work.

Hypothesis: In mathematics, primary children asked questions indicating interest--"I want to learn arithmetic." From seventh grade on it becomes, "Why do we have to have math?"

Recommendation: A break in the traditional instruction of math seems imperative. Teaching math so it applies to students' lives at present, rather than future seems needed. If something learned can be applied immediately its importance would be more easily recognized.

The pattern of most questions in general shows an eagerness to learn which wears off around grade six or seven. Educators should investigate curriculums at these specific levels and see what can be done to revise, improve, and regain the interest and that was at one time so evident.

At present the motivation is definitely gone and with new techniques and a little ingenuity and cooperation there is no reason why that "I want to learn" feeling can't come back.

David Reinke, 1603 North Birchwood Avenue, Appleton, Wisconsin, 54911

Hypotheses

Education in the fine arts needs more emphasis in all grades.

Art is the dominant subject in Kindergarten and First Grade.

Industrial Arts is not included in the curriculum between Third and Eighth Grade.

Career education is not emphasized at the Intermediate Grade level.

Children are open-minded about career education at the Intermediate Grade level.

Music is not important at any age level.

Music classes are uninteresting.

Children of all ages enjoy listening to music.

Fifth-Grade children are very competitive.

Intermediate Grade level children have little interest in how a school functions.

Grade school children do not understand the concept of school.

Grade school children are content with the way their day is regulated.

School becomes very important in the Seventh Grade.

Children between ages eight and twelve are not creative thinkers.

Intermediate Grade level children let the teacher do their thinking.

Children start listening more and asking fewer questions at the Third Grade level.

Boys ask divergent questions.

Science is more popular with Elementary age children than Junior and Senior High School age children.

Boys are more interested in science than girls.

Girls are more interested in social studies than boys.

Science and social studies is the major area of concern for children between the ages of eight and of twelve.

Social education is important to Intermediate and Senior High School students.

Girls are more interested in language arts than boys.

Recommendations

The students should have more voice in developing the curriculum. The teacher could develop units of work so the student could relate to the subject area using personal interest as a motivational device.

The teacher should foster more creative question asking among students as they become older. The students become content oriented and do not ask many divergent questions.

Music and art should become more integrated into the curriculum. They seem at this time to be isolated and unrelated.

The school should involve the community in the learning process.

The school should explain the role of the school in the community to the understanding of the children.

Teachers should be open ended with the instructional lesson and not be afraid to follow the student interest into new areas of learning.

Student evaluation of educational programs should be correlated with parent evaluation and teacher evaluation.

Don Roll, Route 1, Mayville, Wisconsin, 53050

Hypotheses:

1. Career Education is of some concern to first and second graders, very little if any in grades 3-6, and gets more concern as students get older.

2. The Arts, such as Music and Art, are really not too important in the minds of students of any age level.

3. Students in general are not too interested in Home Economics except in grades 1 and 5 which leads me to believe something must have been discussed about Home Economics in the classroom just prior to this survey.

4. Industrial Arts was fairly strong in grade one, which, like Home Economics must have been brought up in class. Students in the ninth grade had some concern probably because of it being introduced to them in their first year of high school.

5. Language Arts and Mathematics do not seem to create much interest in any of the grades except grade one, which probably was due to a recent lesson.

6. Physical Education seems to have a fair general interest and not really a great concern for students except grade five, who probably have an outstanding Physical Education program or one where they can do anything they want to.

7. School in general is of concern to many students. I suspect these questions have a broad range.

8. Science shows a strong interest throughout grades 1-10. Apparently much emphasis is still being put on science in schools.

9. Social Studies is a very broad field so there are quite a few concerns throughout the grades.

Conclusions:

1. Boys are very interested in the Science field.

2. The Social Studies field has much interest for girls.

3. Questions about school in general interest boys more so than girls.

4. Career education is almost evenly divided between boys and girls.

5. Student interest is the greatest in the areas of Social Studies, Science, and School.

Suggestions:

1. Work more on Career Education beginning at ninth grade level.

2. Have some type of course on school in general, perhaps where students can have a say in what should be discussed.

3. Continue in the Science area as in the past.

4. The Social Studies field has much interest, perhaps because of the newer approaches used, rather than the old read, answer question type procedure. I would say continue exploring in the Social Studies field to increase the knowledge of our students.

5. Art and Music need to be improved on in the schools for they show very little interest among the students.

6. Academic areas such as Language Arts and Mathematics have sort of a mediocre rating and need some spark to get them going. It seems after the first grade in Math, where the child learns to work with small combinations with numbers, the interest is lost and it does not return. I think many of teachers are too traditionally oriented on the old rote method and assigning problems just because they are in the book.

Avis Sasse, Box 79. Medina, Wisconsin, 54951

ART

In comparison to other categories, there are few questions about art. These came from early primary or junior high school students. Is this due to a real lack of interest, or to non-exposure during middle school years? Perhaps further investigation is needed to determine if art is a "one hour per week thing" or an integral part of most classes.

CAREERS

Forty questions about careers indicate considerable interest by all ages. Apparently we need units or courses on what people in a wide variety of occupations do and the training required.

HOME ECONOMICS -- INDUSTRIAL ARTS

Judging by questions 51-93, youngsters are interested in practical things, projects to do with their hands. To me this indicates a need for perhaps mini-courses in projects of students' choice in anything from candle-making to mechanics, open to both boys and girls. Some projects, such as window sill gardening, could

be handled in classes presently taught, others would be special interest groups probably of a few weeks duration.

Recommendation in answer to question 147: Apparently this school needs a course in consumers math, including balancing a checkbook, figuring interest, making a budget, and other very practical needs for everyday living.

MUSIC

Do music classes need to be made more interesting and fun? Few questions in this category suggest that music in schools is either being neglected or isn't very enjoyable.

PHYSICAL EDUCATION

Recommendation: Physical education courses should be more varied, with more emphasis on individual activities and students having more choice in course selection. I don't see any particular reason why a student should have to play football for nine weeks when he is far more interested in archery, tennis, and bowling. Courses could be set up for semester length, including several activities, and students allowed to choose the course they will take, just as college students choose which English class they will take. Definitely more individualized instruction and guidance is needed in this area.

SCHOOL

Hypothesis: Students would be less inclined to dislike school if they could understand its importance to them in relation to their everyday living and the reasons why schools are managed as they are.

Recommendation: Units appropriate to each grade level to help children understand what school is really for, why they must attend, why they must take the subjects required, how a school is run and what the jobs of school personnel really involve.

The many questions in this category indicate that students have some misunderstandings in this area and that maybe teachers should listen more and talk less.

Some questions indicated student desire for more varied ways of teaching. They want to participate in more activities, less classroom drill. It seems they are asking for social participation.

SCIENCE

Recommendation: More field trips for study of nature and appreciation of natural environment in the primary grades. These should range from short walks with a magnifying glass in the school yard to trips to parks, farms, school forest, tree farm, and wildlife areas.

Some questions imply that children are curious about sex at a younger age than they are taught anything about it, either at home or in school. I don't recommend a course labeled "SEX", but at least their questions should be answered frankly.

Quite a number of questions indicate an interest in mechanical things, such as how cars or tractors work. Perhaps we need a unit on motors in the middle grades, including a field trip to a local garage or a real motor being brought into the classroom. Even an old clock or radio to take apart would be helpful.

SOCIAL STUDIES

Questions in this area indicate that children are interested in people different from themselves, are aware of social problems in the adult world and that they are concerned about the future.

Recommendation: That more teachers make Social Studies more alive and active, by bringing more resource people into the classrooms, encouraging contact with elected officials, as the maturity of the class permits, and more research by students on social problems beginning on the local level, and in general, less textbook and more active participation.

CONCLUSION

The questions asked in this survey indicate that the interests of even very young children are just as divergent as those of adults. While schools cannot "teach" everything, these interests must be taken into account when setting up courses of study. The youngsters in this survey seemed to be saying, "I have many interests. Let me DO something about them." Teachers and curriculum coordinators should be listening.

Robert Schumaker, 217 South State Street, Waupun, Wisconsin, 53963

In any research project, the test of the project is the results received. In our project, the results raise a considerable amount of questions.

What questions have you always wanted answered, and wished we could learn about in school?

In reply to this, 100% of the students of all grades (1-10) were concerned with issues which involve their personal gain. The questions asked by these students were for information that could be found through doing some type of individual research. The students were mostly concerned with facts. If this is the case, then teachers are expected to hand answers to students as if they were bearers of the plate. Certainly students now have extensive and reliable sources of knowledge from which they can find information for themselves. Education must be more than a process of telling students what they want to know.

The students here, it is obvious by looking at the questions, are very immature and have not yet learned to learn. In an attempt to look for solutions to this problem, it would be good to initiate a follow-up study to see if students can find given information.

This project was originally developed to improve curriculum. It has given us many holes to fill. A course might be developed in trivia, but more importantly in gathering information, question asking, or even better in analyzing or hypothesizing. The questions asked by the students show that students are unable to think critically. A course offering for creating critical thinking might aid some students, or maybe it would be more beneficial to instruct the student in how courses are taught. If students were taught how to teach a course, instead of trying to teach the teacher to teach, the students might benefit and learn to acquire information for themselves, and how to think. School has been a place to learn, but it appears, through the responses that we are teaching facts, and not teaching

students to fend for themselves. The students are unable to draw conclusions, or find out how to learn for themselves.

In school teachers must be doing the wrong things. Many students, by asking 14% of the questions about school or schooling, have shown displeasure with what is taking place. Again here, it is the responsibility of the teacher to implement into the school program instruction on how a school functions. What are its rules, its power structure, and all that entails this system. Better understanding may come out of this for both sides.

Facts are very important, but in this study, you really see the influence of new programs being introduced in school. Science and Social Studies especially, have been innovative in the past few years. ESS, SAPA, SCIS, and other science programs could be responsible for the number of questions asked in the science field. Different Social Studies programs stressing man as the important cultural influence rather than having just memory courses dealing with dates and figures, may have caused the considerable interest shown in the Social Studies questioning.

The cry of the young to be involved can be felt in many areas such as: sex, values, merit, class size, class control, age differences, opinions on law, and others. All of these are important issues to the young and can be seen through questions they asked.

This sampling of student questions has shown a very real concern that students feel for self. Our objective to use this for implementing curriculum has been met. If some of these materials are not pushed or introduced, it will hurt only the person who is unaware of the results. I myself hope that I can start some type of program to show students what school is, how it functions, its rules, etc. This may only be a start, but it is a start for the student. A start that will make students into teachers, not memorizers.

Kathleen Teggatz, 427 East Brown, Waupun, Wisconsin, 53963

Not that I would like to start this paper on a down note, but the results showed that some of the research--or data was contaminated. Maybe it was the kids, but in most classes, there was a mix of questions, but in a few classes, there was inconsistent results--an awful lot of questions in one particular area, and none in another. Even with the contamination, the results were very interesting.

Perhaps the most important results of the project, was the fact that it confirmed what educators have long suspected--but have never taken seriously: children want to learn about the real world--not the guy down the street, up there, or in the cemetery, but here and now. Even as children mature and, supposedly become more sophisticated, the world is a confusing, bewildering place. Even in science, which is supposed to be down to earth (literally), there is confusion about the daily workings about the world around them. The questions presented here, could revolutionize the curriculum of every school system in the country, if the research was taken seriously.

One major trend in the data was types of questions asked as a child matures. The younger children seemed eager to learn and explore--the questions began: I want

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to learn, how does, what, while there is a shift to why? as the child becomes older. Perhaps this is because older children question the order of the world, while the younger children want to know about it. There is one exception: school and social studies questions are "why" questions from the very beginning--perhaps because that real world is a confusing, non-ordered place.

While social studies seems to emphasize history and geography, there seems to be little interest in that area. Political science and anthropology aren't too popular either. It seems to me that a good social studies curriculum should include a very heavy emphasis on sociology. Since the school is a social institution, and there were so many questions regarding school, sociology should be a prime subject. This seems to be quite obvious: children want to understand their real world from the very beginning. Of course an intelligent curriculum could include other disciplines within a sociology-oriented program, for example: a good unit on totalitarianism could be constructed by closely examining the structure of the school.

We all live in a capital "I"
In the middle of the desert
In the middle of the sky.
And all day long we polish on the "I"
To keep it clean and shiney
So it brightens up the sky
And when we're through with the day's only chore
We go into the I and we close the door.

What does this say about Social Studies?
About life?
Where does this poem come from?
What does this say about our society?
How can we relate to it?

Marcella Timmers, 35 Foster Court, Appleton, Wisconsin, 54911

Hypotheses

Children from Grades 2 to 7 aren't much interested in Art.

Intermediate children aren't much interested in careers.

At the 9th grade level they are very specific about which area in Art they want more training.

At Kindergarten and Lower Elementary levels, the children are especially interested in careers they are very familiar with.

At Junior and Senior High levels the children are expecting the schools to prepare them for their careers.

Girls are especially interested in learning basic fundamentals of being good housewives.

The girls in Grade 5 express a real interest in cooking, sewing, and crocheting.

Boys in Upper Primary and Junior High, especially Grade 9, express a great interest in Industrial Arts.

Boys are interested in carpentry and auto mechanics.

Elementary level children are more interested in Language Arts than the other levels.

Learning to read, write and spell is a real concern to Primary children.

The younger children are anxious to learn Math.

The Upper Elementary level children are unhappy about learning a basic concept in Geometry or Math that they can't use immediately.

Children are interested in many different sports.

Girls are pressing for their own teams in basketball, volleyball, etc.

Children want to be involved in planning their courses of study and other aspects relating to their daily school life.

The older students have many complaints about teachers and principals.

Children in the Primary levels are especially interested in Nature Study.

The Upper Elementary children want to learn about the universe, U.F.O.'s, rockets, space, etc.

The Junior High level indicates they are interested in learning more sex and family life.

Current Events interest all children.

Older children are concerned with things affecting their future such as ecology, population growth, and energy crisis.

Physical Education is popular with both boys and girls in all levels.

Children express very little interest in Music.

Science is the most popular subject for boys.

Social Studies is popular with all children at all levels.

Many children are interested in the early days--(first presidents, first to fly, etc.).

Recommendations

In Art, our curriculum should return to creativity. Too many children are squelched when their art periods consist of nothing but skills.

Mini-courses in brazing, painting, etc., should be available for interested students at Junior and Senior High levels.

Our curriculum must include Career Education. The Junior and Senior Highs are begging for it.

Beginning with Upper Elementary and through High School, Home Economics education should be available for all girls.

Junior and Senior Highs should have a good Industrial Arts program available for boys.

Stress on the three R's and Spelling are vital in the Primary level.

The Music curriculum must allow time for singing for enjoyment. The students are being "turned off" with all the stress on skills.

Competitive sports for girls, patterned after the boys program, must be initiated at all Junior and Senior High Schools.

Our curriculum has to be more flexible. Children are objecting to the rigid requirements of uniformity.

Our curriculum must give the students an opportunity for decision making.

Children in the Primary level should have a Nature Study course available--including hikes and related field trips.

The Upper Elementary Science curriculum should include spatial science stressing the latest progress of the space program.

The curriculum should make an effort to identify areas of concern to students.

Courses on Family Life and Sex Education should be included in the curriculum at Junior and Senior Highs.

The curriculum should include Current Events at all levels.

At the Junior and Senior High Science courses should include units on ecology, population growth, energy crisis, and all topics of vital interest to our young people.

To enable our curriculum to operate efficiently, the community must be used as a learning laboratory.

R.D.B.
12/73

SOCIAL STUDIES QUESTIONS PROJECT

QUESTIONS ASKED

	Art	Sex/Grade
1.	Painting and drawing.	B-K
2.	I want to learn how to make turkeys. (crafts)	B-K
3.	I want to know how to make a puppet.	G-K
4.	I want to learn how to paint with a brush.	G-K
5.	I want to learn how to make toys and lights.	B-1
6.	I want to learn how to make decorations for Christmas.	B-1
7.	I want to learn how to make some things out of clay.	G-1
8.	Why don't we have more Art?	B-8
9.	How to braze?	B-9
	Career Education	
10.	I want to know more about farming.	B-K
11.	I want to learn how to be an engineer.	B-1
12.	I want to learn how to be an airline pilot.	B-1
13.	I want to learn how to be a fireman.	B-1
14.	I want to learn how to be a crossing guard.	B-1
15.	Learn how to work in post offices.	G-1
16.	Learn about being a nurse.	G-1
17.	Learn about being a nurse.	G-1
18.	I want to learn how to be a nurse.	G-1
19.	I want to learn to be a teacher.	G-1
20.	I want to learn how to train horses.	B-2
21.	How do teachers learn?	B-2
22.	How does a teacher know how to do Math?	B-2
23.	How do you make a teacher?	G-2
24.	How do they pick a principal?	B-4
25.	I wonder if it's hard to be a teacher.	B-4
26.	How come we have so many subjects in school, and why can't we have only the ones we need for our life?	B-7
27.	Why we have to have Science, Math, ... because it is not very important to me and it won't really help us when we get older anyway.	G-7
28.	How will we know what to be when we grow up, couldn't we have a little class like about all the different jobs?	G-7
29.	Could we learn about farming in school?	B-8
30.	Why can't we learn about different jobs?	B-8
31.	How could I become a warden?	B-8
32.	Why we have to take more classes that we don't really need for future jobs, this may be more for high school but, I want action now so when I get there it will be set up.	G-8
33.	How can I become a mechanic?	B-9
34.	What credits do you need to major in journalism?	G-9
35.	How come so many students who have nothing to do quit school and why don't they find something worthwhile after quitting?	G-9
36.	How can we get a babysitting job?	G-9
37.	What help are we being helped for?	G-9
38.	How can I learn to break a horse for riding?	G-9
39.	If you like English what kind of jobs could you get?	G-9

Career Education (continued)		Sex/Grade
40.	What colleges are best to go to for journalism?	G-9
41.	How to pick the right jobs.	G-9
42.	How we would get some nurse training in high school.	G-9
43.	Why doesn't the school teach you about more important things like how to get by in life and how to make it in life instead of all this garbage they've been teaching us?	B-10
44.	Learn about game or wildlife management.	B-10
45.	Learn about wildlife management and game control.	B-10
46.	I would like to learn about agriculture.	B-10
47.	What things do schools teach us about what we have to learn about the job we want later on in life?	B-10
48.	About what to do when you get out of high school.	G-10
49.	What to do after my years of being a student.	G-10
50.	About your career or what to do when you get older?	G-10
Home Economics		
51.	I want to know about cooking.	B-K
52.	I wish I could learn how to cook.	G-K
53.	How to make jackets for girls and boys.	B-1
54.	I want to learn how to be a housewife.	G-1
55.	I want to learn how to make pizza.	G-1
56.	I want to learn how to sew.	G-1
57.	I want to learn how to make some clothes for myself.	G-1
58.	Learn how to sew.	G-1
59.	I want to learn to sew clothes.	G-1
60.	How do you make a flag?	G-2
61.	I would like to know more about cooking.	G-5
62.	I would like to know more about sewing.	G-5
63.	I would like to know more about crocheting.	G-5
64.	I'd like to know how to sew.	G-5
65.	I'd really like to know how to cook.	G-5
66.	Can we cook and sew more in Home Economics?	G-8
67.	How to be a good housewife.	G-9
Industrial Arts		
68.	I want to learn how the schools are built.	B-1
69.	I want to learn how they make schools.	B-1
70.	I want to learn how chairs are built and signs are made.	B-1
71.	I want to learn how to make real cars for people and toys for Santa.	B-1
72.	I want to learn how to make shoes and how to be a farmer.	B-1
73.	How do they make the school?	B-2
74.	How do you make a tractor?	B-2
75.	How do you drive a tractor?	B-2
76.	How do you make a bike?	B-2
77.	How do you make a plate?	B-2
78.	How do you make a desk?	B-2
79.	How do you build a house?	G-2
80.	I would like to learn about motorcycles.	B-5
81.	Could we learn about mechanics in school?	B-8
82.	How to weld.	B-9

Industrial Arts (continued)		Sex/Grade
83.	How do you mount a deer head?	B-9
84.	How to stuff animals.	B-9
85.	Learn body work on a car.	B-9
86.	I want to learn how to be a carpenter.	B-9
87.	How to be a mechanic.	B-9
88.	How to rip down an engine and put it back together so it works.	B-9
89.	How to be an electrician. (Without going to a technical school.)	B-9
90.	How to do body work on cars.	B-9
91.	Learn how to repair engines in cars.	B-9
92.	How is the average house contructed?	B-9
93.	Why do we have to do so much paper work in classes like woodworking and printing?	B-10

Language Arts (Includes Reading)

94.	I want to know how to read.	B-K
95.	When we come here I want to read books.	B-K
96.	I want to know how to read.	B-K
97.	I want to know about words. (learn to read)	B-K
98.	I want to learn the A B C's.	B-K
99.	I want to know more about rhyming words.	B-K
100.	I wish I could learn to write.	B-K
101.	I want to learn to read.	G-K
102.	I wish I could learn to read.	G-K
103.	I want to learn about letters.	G-K
104.	I want to learn about spelling.	G-1
105.	I want to read better.	G-1
106.	How do I write in school?	B-2
107.	How can I learn to spell hard words?	B-2
108.	Do we have spelling?	B-2
109.	I need help with my reading.	G-2
110.	How do you write cursive?	G-2
111.	How do you write a turkey?	G-2
112.	How come we have to read a book every day?	B-3
113.	I wish I knew when to do and say things and when not to.	G-4
114.	Could anybody teach me to read real fast?	G-4
115.	I'd like to learn how to speak other languages in school.	G-5
116.	I would like to know how to make plays.	G-5
117.	I would like to know more about acting.	G-5
118.	Why do we have to know adjectives and adverbs?	G-7
119.	Why is English boring?	G-7
120.	Why are we all supposed to write the same way?	G-7
121.	Why don't we have more time to read in a certain class?	B-8
122.	Why don't we have more reading?	B-8
123.	Why do we have to learn nouns, etc.?	B-8
124.	Why do we do just about the same things in English as in reading? Example, spelling tests.	B-8
125.	Why do they have communications classes required for every year of high school, it is very boring especially for those who hate communication?	B-9
126.	Why is the Spanish alphabet so much like ours--how can we read it correctly without knowing what it says?	G-9

Mathematics		Sex/Grade
127.	Pluses--like 1 plus 1 is 2.	B-K
128.	I wonder about numbers--so I can learn to count.	B-K
129.	I want to learn numbers.	G-K
130.	I want to learn math.	G-1
131.	I want to learn how to do math.	G-1
132.	I want to learn about math and stuff like that.	G-1
133.	I want to know how to add up.	G-1
134.	I want to learn about math.	G-1
135.	I want to learn some more math.	G-1
136.	I want to learn how to add and subtract.	G-1
137.	Why do we have math?	B-2
138.	What is 5+5?	B-2
139.	What is 10+10?	B-2
140.	I need help with my math.	G-2
141.	When are we having math?	G-2
142.	I'd like to learn more about geometry.	G-4
143.	I'd like to know what decimals are.	G-4
144.	I'd like to learn about math.	B-5
145.	I would like to know more about math.	G-5
146.	How many seconds in a year?	B-7
147.	Why do we have to learn things in math that we will never be using in the future?	B-8
148.	Why do we have to learn new math?	B-8
149.	Why do we have some parts of math we don't need?	B-8
150.	Why do 8th grade math teachers ask such dumb questions in such odd ways? Like what is the difference between a triangle and a square? Like we didn't know what the difference was.	G-8
151.	Why does math always have geometry in it?	G-8
152.	What do we have to have math in ninth grade?	B-9
153.	Why do we have to learn the metric system when we have a system of our own?	B-9

Music		
154.	I want to learn how to sing.	G-K
155.	I want to know how to sing songs.	G-K
156.	Why we don't have more music?	B-8

Physical Education		
157.	I want to know how to hunt.	B-K
158.	I want to know how to tie my shoes.	B-K
159.	I want to know about games and races.	B-K
160.	I want to learn to do magic.	B-K
161.	I want to learn how to do an Indian dance.	G-K
162.	I want to learn how to drive a police car.	B-1
163.	I want to learn how to play football, basketball, and baseball.	B-1
164.	I want to learn how to make footballs and how to play football.	G-1
165.	I want to learn how to fight.	G-1
166.	I want to learn how to ice skate.	G-1
167.	I want to learn how to bowl.	G-1

Physical Education (continued)		Sex/Grade
168.	I want to learn how to swim.	G-1
169.	I want to learn to ride pigs.	B-2
170.	How come we can't play what we want to?	B-3
171.	Where is our jumprope?	G-3
172.	I'd like to be able to know more about gym and how to do more stuff.	B-4
173.	I would like to know more about sports.	B-5
174.	I would like to learn about karate.	B-5
175.	I want to learn about basketball.	B-5
176.	I want to learn about football.	B-5
177.	I would like to learn about fishing.	B-5
178.	I would like to know more about fishing.	B-5
179.	I would like to learn about football.	B-5
180.	I would like to learn more about sports.	B-5
181.	I would like to know about sports.	B-5
182.	I would like to learn about snowmobiling.	B-5
183.	I would like to know more about cheerleading.	G-5
184.	I would like to learn to dance.	G-5
185.	I would like to learn about acrobatics.	G-5
186.	I would like to learn about diving and swimming.	G-5
187.	I would like to know how to ride a horse.	G-5
188.	I would like to know more about swimming.	G-5
189.	Could we learn about different ways to hunt?	B-8
190.	Why don't girls have any sports in this school?	G-8
191.	Why don't we have girls' basketball, volleyball, etc.?	G-8
192.	How to play hockey at its best.	B-9
193.	How to play football better.	B-9
194.	How to hunt better.	B-9
195.	Where I can learn judo.	G-9
196.	How to shoot pool.	G-9
197.	how to swim.	G-9
198.	Why can't we have outdoor classes in skiing and other sports during the winter months?	B-10
199.	Why don't they have a gun class for the boys?	B-10
200.	Learn about the art of judo or karate.	B-10

School		
201.	I want to learn how to be a patrol.	G-1
202.	I want to learn how to do better work.	G-1
203.	Is A a good grade?	G-2
204.	Did you like the movie?	G-2
205.	Why can't we move our desks?	B-3
206.	How come we can't go off the grass when it rains out?	B-3
207.	Why do we have to be in the primary unit?	B-3
208.	How come we can't take a ball from the upper grades?	B-3
209.	Why do we have to be in the second grade room again?	G-3
210.	How come there are so many pages in our books?	G-3
211.	How old is Mrs. Gaddis?	G-3
212.	When is Mrs. Gaddis going to bring her husband to school?	G-3
213.	Why do we have to stay in on a snowy day if we don't have boots?	G-3
214.	Why can't we use the telephone for calling our parents so we can stay for a basketball game?	G-3

School (continued)		Sex/Grade
215.	How come there are so many pages in our books?	G-3
216.	Why can't we watch television more like the first and second graders?	G-3
217.	When will I get to clean the sink?	G-3
218.	I'd sure like to know what the teacher thinks about me at certain times.	B-4
219.	I would like to know more about high school.	B-5
220.	How come we have to dress so proper like we're going to church?	B-7
221.	Why do we have the same thing every day?	B-7
222.	Why don't we have time to do our work in class?	B-7
223.	Why don't we get any time to finish Language Arts after an assignment?	B-7
224.	Why can't school be funner?	B-7
225.	Why couldn't you start school later?	B-7
226.	Why the school runs so long of a day.	B-7
227.	Why homework so much on weekends?	B-7
228.	In school why do we have Art and things like that?	B-7
229.	Why don't we have action in school?	B-7
230.	Why do we have to have more school hours in a day than time to play?	B-7
231.	Why do you like Science more than we do?	B-7
232.	Will students ever have equal rights?	B-7
233.	How come in class like Math that we already know why do we have to learn it again?	B-7
234.	Why couldn't we have school vs. school for baseball or softball?	B-7
235.	Why can't we have about four days of school and three days for a weekend?	B-7
236.	Why can't a teacher give an assignment for a week or something like that?	B-7
237.	Let the kids ask their questions and have more discussions.	B-7
238.	Sometimes I feel like I'm caged up, why are classes so strict?	B-7
239.	Why do you always have to get yelled at?	B-7
240.	Will we have lockers for our books?	B-7
241.	Why can't we have six months of school and six months of summer vacation?	B-7
242.	Why can't we have things like merit or honor rolls like most other schools?	B-7
243.	Why don't we have a flag in each room?	B-7
244.	Why can't we learn new things everyday instead of the same thing every day?	G-7
245.	Why can't we move around and talk?	G-7
246.	Why do we have to answer questions we already know?	G-7
247.	Why do we have the same class, every day the same way?	G-7
248.	Why can't we have classes in the morning or afternoon, not both?	G-7
249.	Why the teachers shout at you and hit you over just doing something wrong. Why can't they just talk it over with you instead?	G-7
250.	Why can't we work together in more classes or in groups?	G-7
251.	Why do we have to get dressed up?	G-7
252.	Why does school have to start so early?	G-7
253.	Why do we have to take classes we don't enjoy?	G-7
254.	Why we can't get our assignments for a whole week?	G-7
255.	Why is school five days out of a week and church is only one, when church is more important?	G-7
256.	Why can't we have a thing to say about anything, or get mad, but if we're not done with something, teachers really get mad?	G-7

School (continued)		Sex/Grade
257.	Why we can't chew gum?	G-7
258.	Why can't we have longer recesses?	G-7
259.	How come the teachers would rather talk to us or make us sit an hour long or so when we would rather do more active things to learn what we have got to learn?	G-7
260.	Why do we have to have homework to take home?	G-7
261.	Why do we have to do assignments that have nothing to do with the class?	B-8
262.	Why should we have to do some work in certain classes that we wouldn't have to know?	B-8
263.	Why don't we have more movies?	B-8
264.	Why can't good kids have more privileges?	B-8
265.	Why can't the 7th and 8th graders have open campus?	B-8
266.	Why do we have to make up school snow days?	B-8
267.	Why must we have separate classes in some subjects?	B-8
268.	Why do we have such a short lunch hour?	B-8
269.	Why do we have homework?	B-8
270.	Why do we have to go to school so long?	B-8
271.	Why the changes in so many classes?	B-8
272.	Why aren't there some more classes we can take?	B-8
273.	Why do you always review the same things year after year?	G-8
274.	Why don't we have trips?	G-8
275.	Why can't we take more classes that are just for fun but, still get graded, for example zoology, etc.?	G-8
276.	Why do we have to go to school 9 months out of the year?	B-9
277.	How do you tell a teacher you hate the way he runs a class?	G-9
278.	What if you hate teachers in general?	G-9
279.	How can you get along with your teacher and feel comfortable in class?	G-9
280.	Why does the vice principal get on my case because I got long hair and dress the way I want to while he's buddy with all the athletes?	B-10 B-10
281.	Why do schools grade you on your ability and not on your effort (example, you're in math class and you really try hard but you just don't get it so the teacher flunks you)?	B-10
282.	Why should we go through so many years of school?	B-10
283.	Why doesn't Menasha High School have a smoking lounge?	B-10
284.	Why is school such a bummer?	B-10
285.	Why don't we get to smoke in the cans?	B-10
286.	What is the sense of school?	B-10
287.	Why do the schools have a small amount of materials?	B-10
288.	Why do we have to go to school so long during the day and during the school year?	B- 0
289.	How come the teachers can beat up on some kids and get away with it?	B-10

Science (Includes Health)		
290.	I want to know about horses.	B-K
291.	I want to learn about dogs.	B-K
292.	I want to learn about up in space.	B-K
293.	I want to learn more about animals--bears, deer and lions.	B-K
294.	I want to know about airplanes.	B-K
295.	How do the rockets start up?	B-K

Science (Includes Health) (continued)	Sex/Grade
296. I wonder how they make steel.	B-K
297. I want to know more about my teeth.	G-K
298. I want to know about birds.	G-K
299. I'd like to learn about dinosaurs.	G-K
300. I want to know about snakes.	G-K
301. I want to learn how to make a plane.	G-K
302. I want to learn about electricity.	B-1
303. I want to learn about the stars.	B-1
304. I want to learn how hoses on fire trucks work.	B-1
305. I want to learn how worms crawl.	B-1
306. I want to learn to make paper and metal.	B-1
307. I want to learn how a fire truck goes fast.	B-1
308. I want to learn how a car works and a double decker bus works.	B-1
309. I want to learn more about animals.	B-1
310. I want to learn how to make bells.	B-1
311. I want to learn about electricity in case the lights go out.	B-1
312. Learn about how fire hydrants work.	G-1
313. I want to learn more about electricity.	G-1
314. Learn how telephones work.	G-1
315. Learn about science.	G-1
316. How does Jim walk?	B-2
317. How does Sam walk?	B-2
318. Why do we have animals?	B-2
319. How do you drive a car?	B-2
320. How does a tractor work?	B-2
321. How do they make bikes?	B-2
322. What does the inside of a cave look like?	B-2
323. I wish we could do chemistry.	B-2
324. What is that car?	B-2
325. What is a track?	B-2
326. How does this tractor work?	B-2
327. I wish I could be a bird.	B-2
328. Where is that tractor?	B-2
329. How do you make a man?	G-2
330. How do you make hawk?	G-2
331. When does the wind blow?	G-2
332. How do you start this car?	G-2
333. How does a car made?	G-2
334. How do you make a light bulb?	G-2
335. How do you work this car?	G-2
336. What is water made of?	G-2
337. How does a horse walk?	G-2
338. How does a horse go?	G-2
339. How come the earth needs a sun?	B-3
340. How are cement blocks made?	G-3
341. How do they make rubber?	G-3
342. Why is the sun hot?	G-3
343. How come our teacher is so skinny?	G-3
344. How come we get sick?	G-3
345. How can they make a thick tree into thin paper?	B-4
346. How do people look inside?	B-4
347. I wonder what makes the tide come in and then go back out again?	B-4

Science (Includes Health) (continued)		Sex/Grade
348.	Just what makes TV work?	B-4
349.	How does a plant's root system work?	B-4
350.	How does a car engine work?	B-4
351.	How does a human body work?	B-4
352.	Why does a bee die if it loses its stinger?	B-4
353.	How do electric currents flow?	B-4
354.	Is cardboard made by sticking a whole bunch of paper together? If not, how do you make cardboard?	B-4
355.	I sure would like to know how a pilot keeps the plane up in the air.	B-4
356.	When are we going to get rid of technical difficulties on TV?	B-4
357.	Where do U.F.O.'s come from?	B-4
358.	What is skylab all about?	B-4
359.	What makes rocks get smaller year by year (by oceans)?	B-4
360.	What makes it snow?	B-4
361.	I'd like to learn more about animals and how they live modernly.	B-4
362.	How do rocket engines work?	B-4
363.	Just why does Skylab go up so much?	B-4
364.	I'm wondering what makes the sun keep burning.	G-4
365.	What makes the moon shine at night?	G-4
366.	Why are there half moons, whole moons and quarter moons?	G-4
367.	What makes it get dark at night?	G-4
368.	Why do we have stars?	G-4
369.	I wish I could learn how things like clocks and things with little bits and pieces work.	G-4
370.	I would like to know why the sun doesn't move as much as other planets such as earth, moon, Pluto, etc.?	G-4
371.	I would like to know how wax is made.	G-4
372.	Why are some plant's leaves fuzzy?	G-4
373.	Why do roses have thorns?	G-4
374.	How do we stand up? Why don't we fall down?	G-4
375.	I'd like to know how the sky can be so blue.	G-4
376.	Why can't somebody invent a car that runs with a different fuel?	G-4
377.	I would like to know more about cars.	B-5
378.	I would like to know how to make paper.	B-5
379.	I would like to learn more about animals.	B-5
380.	I would like to learn more about life in the sea.	B-5
381.	I would like to learn about radio controlled models.	B-5
382.	I'd like to learn more about energy.	B-5
383.	I want to learn about sex.	B-5
384.	I would like to know more about animals.	B-5
385.	I would like to know how gum is made.	G-5
386.	I would like to know how stunt men get into the pictures so fast.	G-5
387.	I would like to know more about plants.	G-5
388.	I would like to learn about different animals.	G-5
389.	I would like to know more about plants.	G-5
390.	I would like to know more about space.	G-5
391.	I would like to learn about horses.	G-5
392.	I would like to know more about horses.	G-5
393.	How far can a 22 shoot?	B-6
394.	Is there a loch Ness monster?	B-6
395.	How old is the Earth?	B-6
396.	What kind of paper is used for money?	B-6

Science (Includes Health) (continued)		Sex/Grade
397.	Where were dinosaur bones first discovered?	B-6
398.	How is glass made?	B-6
399.	Is there life on any other planet?	B-6
400.	Are there really UFOs?	B-6
401.	Are any dinosaurs living today?	B-6
402.	What makes shot gun powder burn?	B-6
403.	How do you make a rocket?	B-6
404.	Does driving 50 M.P.H. save much gas?	B-6
405.	What was the first living animal?	B-6
406.	How were the planets made?	B-6
407.	How do computers work?	B-6
408.	Where is the deepest part of the ocean?	B-6
409.	How long would it take to get to the nearest planet?	B-6
410.	How many stars are there?	B-6
411.	How is paper made?	B-6
412.	How many miles is it to the farthest star?	B-6
413.	What was the first living animal?	B-6
414.	Is it possible to live on Venus?	B-6
415.	How many earths would it take to make one sun?	B-6
416.	What is a star made of?	B-6
417.	What are all the parts of an eye?	G-6
418.	How can we make paper out of trees?	G-6
419.	How was the camera invented?	G-6
420.	What would happen if you went too far into space?	G-6
421.	How does gravity work?	G-6
422.	Can air pollution be controlled?	G-6
423.	How far does space go?	G-6
424.	How is paper made?	B-7
425.	How does a centipede walk?	B-7
426.	How do they build underwater tunnels without having it cave in?	B-7
427.	How come when we are created from our parents how come we don't look and think the same as them?	G-7
428.	Can we learn all about the universe?	B-8
429.	How did the ice age start?	B-8
430.	Can we learn about how the body works?	B-8
431.	How do animals have their sixth sense?	B-8
432.	Why can't we have more information on sex and family affairs?	B-8
433.	Is ESP real?	B-8
434.	Can we do more outside ecology projects?	G-8
435.	Why do we need science?	G-8
436.	How do you get pregnant?	G-8
437.	Does ESP really exist?	G-8
438.	How does a shotgun work?	B-9
439.	How to use atomic power.	B-9
440.	I want to learn about sex.	B-9
441.	How can I lose weight?	B-9
442.	What the difference a sparrow and a Canadian goose?	B-9
443.	What make a bumble bee BUZZ?	B-9
444.	How does a rifle work?	G-9
445.	How can you put on weight?	G-9
446.	How to talk to your daughter about sex.	G-9
447.	Why do I have to be allergic to horses?	G-9

Science (Includes Health) (continued) — Sex/Grade

448. I would like to have some courses on sex. Not that I'm stupid when it comes to that subject, but maybe I'll learn some things that I never knew. — G-9
449. Where does the world end? — G-9
450. How do the astronauts go to the bathroom when they are in their space-suits? — B-10
451. Learn about stereophonic sound and how it works? — B-10
452. What is the farthest or where does space end and what's out there after space? — B-10
453. Can the atom be used as a source of energy when we run out of gas? — B-10
454. Do scientists think that we will have another ice age and after it will new life appear on earth? — B-10
455. About the ancient astronauts that Von Daniken claims visited the earth in man's childhood? — B-10
456. Different kinds of animals and animal life do you like? — B-10
457. Where did we really come from? (Every year in school we are told a different place we came from. First it was Adam and Eve, then apes, then another planet.) — G-10

Social Studies

458. I'd like to know about the Eskimos. — B-K
459. I want to learn more about Indians. — B-K
460. I want to know more about farms and horses. — B-K
461. God--about how it was when He was born. — G-K
462. I want to talk about Indians. — G-K
463. I wish I could make many prayers. — G-K
464. Why doesn't it snow in Hawaii? — G-K
465. I want to learn more about Indians. — G-K
466. I want to learn more about people. — G-1
467. I want to learn about safety. — G-1
468. I want to learn more about family. — G-1
469. I want to learn more about Christmas trees. — G-1
470. Who made the Liberty Bell? — B-2
471. When is Thanksgiving? — B-2
472. Why do we have skills? — B-2
473. Why did we sell our house? — G-2
474. What is my puppy called? — G-2
475. How do they write a map? — G-2
476. I wish my friend could help me. — G-2
477. Where is my grandma going? — G-2
478. Why can't we buy a new house? — B-3
479. Why are we sending rockets to the moon? — B-3
480. Why is good luck? — B-3
481. Why can't we study about the United States? — B-3
482. How come there is an oil shortage? — B-3
483. Is there really a gas shortage? — B-3
484. Why do we put up decorations if we can't turn on the lights for them? — G-3
485. Who was our 7th President? — G-3
486. Why doesn't President Nixon stay in the White House where he belongs? — G-3
487. Why are people real? — G-3
488. Why do they really want President Nixon to resign? — B-4

Social Studies (continued)		Sex/Grade
489.	What is New York City really like?	B-4
490.	How many square miles are there in the world?	B-4
491.	How can I get to be as smart as a college kid?	B-4
492.	I wonder why cites are named like they are.	B-4
493.	Why is there Daylight Savings Time?	B-4
494.	How long is the world?	B-4
495.	Why do people send other people to the moon? I mean people have already been up there.	G-4
496.	How was Wisconsin started?	G-4
497.	Why do people make pollution?	G-4
498.	How come people start pollution but they can't stop it? My question is how can we stop it?	G-4
499.	How are we going to live with the food shortage?	G-4
500.	How do people make cities and towns?	G-4
501.	How many people are in this world?	G-4
502.	I'd like to learn more about the presidents.	G-4
503.	How much is the light bill in the world?	G-4
504.	What is heaven really like?	G-4
505.	Why don't they allow people under 14 to visit in the hospital?	G-4
506.	Why do we have different months? I think we could do fine with just one.	G-4
507.	What is the biggest city in the world?	G-4
508.	I would like to learn more about airplanes and airports.	B-5
509.	I would like to learn more about ships.	B-5
510.	I'd like to learn more about social studies.	B-5
511.	I would like to learn about different people and how they live.	G-5
512.	I would like to know more about growing up.	G-5
513.	I would want teachers to teach about how man was first brought to earth.	G-5
514.	I would like to learn about our world.	G-5
515.	I would like to learn more about different religions.	G-5
516.	I would like to learn about different kinds of people.	G-5
517.	I would like to know more about headhunters.	G-5
518.	I would like to know more about spirits.	G-5
519.	I would like to know more about different people.	G-5
520.	What kind of company makes the most pollution?	B-6
521.	Who was the first person to invent an automobile?	B-6
522.	How many people live in North America?	B-6
523.	Why don't all countries have the same kind of money?	B-6
524.	How did the Rocky Mountains get there?	B-6
525.	How were our states named?	B-6
526.	How did we get the first calendar?	B-6
527.	How much does a jet cost?	B-6
528.	Who was the first man to fly?	B-6
529.	Who was the first man to fly in a balloon?	B-6
530.	How old was the oldest man in the world?	B-6
531.	How much oil is left in the United States?	B-6
532.	When did horses first come to America?	G-6
533.	How long will the energy crisis last?	G-6
534.	Why did the energy crisis happen?	G-6
535.	Can a lady be president?	G-6
536.	Why do we have an energy crisis?	G-6

Social Studies (continued) — Sex/Grade

537. When did time zones start being used? G-6
538. How does a president become impeached? G-6
539. Can the energy crisis be stopped? G-6
540. When was money used for the first time? G-6
541. How did the war in Viet Nam get started? G-6
542. Why are prices going so high? G-6
543. How many people live on the whole earth? G-6
544. Who was the man that was president the longest? G-6
545. Who invented the alphabet? G-6
546. Why do we think gold is valuable? G-6
547. What was it like living in pioneer days? G-6
548. What president did the most for the United States? G-6
549. When was the first clock invented? G-6
550. When did the first bank open? G-6
551. Where was the first school built? G-6
552. Why has church been limited to one service a week? B-7
553. Who really discovered America? The Indians who were here first or Christopher Columbus, who came after them? G-7
554. Why are some people prejudiced, because we're all the same, just different colors? G-7
555. Will the depression kind of life come over again, because of the way things are going? G-7
556. Why do people want to impeach Nixon? G-7
557. What was Watergate all about? G-7
558. Why do we have to know about what happened long ago? G-7
559. Why do we have an energy crisis? G-7
560. Which teacher is better, male or female? B-8
561. Can we study more in the Social Studies field? B-8
562. What causes a person to get nervous? B-8
563. Why does the world have so many problems? B-8
564. Why doesn't the USSR try to change the way they run their country if they know they are behind the rest of the world? G-8
565. What was it like during the depression? G-8
566. Why did Hitler ever want to rule the whole world? G-8
567. What is it like in different countries during a war? G-8
568. How did women's lib get started? G-8
569. Why are we all of a sudden having all these shortages? G-8
570. Is it possible to have a communist take over? G-8
571. Why are we always at war? G-8
572. Why does the U. S. jump to everyone's aid, like in a war? G-8
573. How can we help to stop the gas shortage? G-8
574. Why were human beings put on the earth? G-8
575. How come girls have big mouths? B-9
576. Why do girls wear make-up? B-9
577. Why is there awful shortage, they predicted (the owners and companies) that there would be a shortage for today 10 years ago. B-9
578. How to get along with people. G-9
579. How can I help America with all the problems it has, like in politics, when I don't believe in woman leaders? G-9
580. I would like to learn about boys because they're exciting and I'm crazy about them and I like this one boy. I'm not really 15 but my birthday is in June and my mom and dad won't let me go out with him because they say he's too old! G-9

Social Studies (continued)		Sex/Grade
581.	How would I learn to get along with other kids?	G-9
582.	What do you do when you're mad at your boyfriend or he is and you just can't get through to him?	G-9
583.	How would I learn to have children like me more?	G-9
584.	How to get along without things.	G-9
585.	How to get along with the shortages.	G-9
586.	Will we have a depression?	G-9
587.	Why are teachers obligated not to teach about God?	B-10
588.	What are we going to be when we get older?	B-10
589.	Why do we have some of the dumbest people for your classmates?	B-10
590.	Where am I going to go when I die?	B-10
591.	I would like to learn about the future.	B-10
592.	Why can't we learn about problems that might occur to us during our lives?	B-10
593.	Why must men kill off other men?	B-10
594.	Why do people (particularly in our country) waste so much when other people could use what we waste?	B-10
595.	What makes a man in a high position turn crooked?	B-10
596.	Why does the conservation department keep raising the price of hunting and fishing licenses when they tear down beaver dams?	B-10
597.	What did our city look like a long time ago?	B-10
598.	Is there a spirit world where something in you goes upon your death?	B-10
599.	Is there really an energy and fuel crisis?	B-10
600.	How the probate system works. What red tape your will goes through after you die.	B-10
601.	What part does the U.S. play in the controlling of pollution, compared to the other nations of the world?	B-10
602.	What has Nixon ever done for the U.S. that was so much better than any of the other Presidents?	B-10
603.	I would like to know why they abolished capital punishment.	B-10
604.	Why don't they impeach Nixon?	B-10
605.	Why does the president tell everyone else to conserve energy and he himself does not?	B-10
606.	Why are some people nice and some are evil?	G-10
607.	What are people?	G-10
608.	Why is society so tightly against the use of drugs?	G-10
609.	Why is the world in the shape it is today?	G-10
610.	Why do people act like they do?	G-10
611.	About problems in daily life instead of always the past.	G-10
612.	About the future (in 200 years what life will be like)?	G-10
613.	About the way a child thinks about the people and things around him.	G-10
614.	Instead of talking about the past talk about what the future will be like.	G-10
615.	What to do with the problems we are going to have to face as we get older (examples: pollution, energy crisis)?	G-10
616.	What to do about overpopulation and pollution.	G-10

Questions Asked R.D.B. 11/73	K		1		2		3		4		5		6		7		8		9		10		Totals		Grand Total
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
Art	2	2	2	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	6	3	9
Career Education	1	-	4	5	3	1	-	-	2	-	-	-	-	-	1	2	3	1	1	9	5	3	20	21	41
Home Economics	1	1	1	6	-	1	-	-	-	-	-	5	-	-	-	-	-	1	-	1	-	-	2	15	17
Industrial Arts	-	-	6	-	5	1	-	-	-	-	1	-	-	-	-	-	1	-	11	-	1	-	25	1	26
Language Arts	7	3	-	2	3	3	1	-	-	2	-	3	-	-	-	3	4	-	1	1	-	-	16	17	33
Mathematics	2	1	-	7	3	2	-	-	-	2	1	1	-	-	1	-	3	2	2	-	-	-	12	15	27
Music	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	2	3
Physical Education	4	1	2	5	1	-	2	-	1	-	10	6	-	-	-	-	1	2	3	3	3	-	27	17	44
School	-	-	-	2	1	1	4	9	1	-	1	-	-	-	24	17	12	3	1	3	10	-	54	35	89
Science	7	5	10	4	13	10	1	5	19	13	8	8	24	7	3	1	6	4	6	6	7	1	104	64	168
Social Studies	3	5	-	4	3	5	6	4	7	13	3	9	12	20	1	7	4	11	3	9	19	11	61	98	159
Totals By Sex	27	20	25	36	32	24	14	18	30	30	24	32	36	27	30	30	36	24	29	32	45	15	328	288	616
Totals BY Grade	47		61		56		32		60		56		63		60		60		61		60		616		

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